

UNIVERSITY OF PEDAGOGICAL SCIENCES.
CAPTAIN SILVERIO BLANCO NUÑEZ.
SANCTI SPIRITUS.

MAJOR PAPER.

EDUCATIVE ACTIVITIES DIRECTED TO
REINFORCE THE RESPONSIBILITY VALUE IN
STUDENTS FROM THE POLYTECHNIC INSTITUTE
OF ECONOMY "JOSE MENDOZA GARCIA".

AUTHORESS: DISNAIDYS UGANDO ARBOLAEZ.

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2012

DEDICATION:

My investigation is devoted to my whole family, the ones who supported me and guided me all the time. Specially my mother and my grandmother, who are always there supporting me and guiding me in everything I need.

GRATITUDE.

I would like to express my whole gratitude to all the people who supported and helped me out when I most needed, and my deep gratitude for all who shared these memories with me, specially, to my tutoress who always supported me in all I needed.

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ABSTRACT:

The aim of the present research is to apply educative activities to develop responsibility through the English lesson in students from the Polytechnic Institute of Economy Jose Mendoza Garcia. For its realization some methods of educative investigation were used: theoretical, empirical and mathematics methods. There are instruments that are associated to them, those instruments contributed to obtain information in pre-test. Theoretical and methodological fundamentals that sustain values in general and the education ion responsibility: particularly the characteristics of the student's education, the objective and field peculiarities, and the potentialities of English lesson to achieve levels of responsibility. The selected sample was composed by 20 students of second year of Accounting from the Polytechnic Institute of Economy Jose Mendoza Garcia. It describes the results of the instruments application as part of the pre-test level; the participatory techniques are characterized as the logical continuity and its behaviour.

RESUMÉÉ.

Cet investigation des techniques de participation est pour developé la responsabilité en classe d'inglés aux etudiants superier.

On a utilicé des different methodes: teórica, empirique et la méthode matemática. Il y a des instruments que sont asocié a ces methodes les quels ont contribui a l'information en pre-test.

Les fundament teórica et metodológica sostiene les valeurs en general et l'éducation de la responsabilité, particulièrement les caracteristiques de l'éducation des etudiants, l'objective, les peculiarites et les potencialités de la classe d'inglés pour un meilleur niveau de responsabilité.

La notre est composé pour 20 etudiantes du 2éme anée de Contabilidad du Institute Politecnico d'Economia José Mendoza García.

L'investigation donne des resulta de l'aplication des instruments de niveau pre-test, les techniques des participation sont caracterise pour la continuité logique de son comportement.

INTRODUCTION.

The communist formation of new generations has always been an aspiration of the state, the family and the community, that is why at schools; the Ministry of Education has remarked as one of its priorities the political and ideological work as an essential aspect to form really responsible youngsters, able to defend our Revolution.

Students accept values in the way they are offered by their teachers. In spite of the efforts carried out by the different organizations existing in Cuba, to better Education, some problems still exist in the school, regarding to the value formation. There are lots of procedures, and ministerial rules to follow, but they do not solve problems, they indicate the way of proceeding, and it must be adequated to the features of the students, the characteristics of the school and the diagnostic.

In the transformation process of the Education in Cuba, Polytechnic Schools are having changes in its educative model, improving the new project through the ideas and new concepts with the objective of getting an Integrated General Culture as an expression of the Third Educational Revolution in the country. Due to this reason, to give fulfillment to the educational politic designed by the Communist Party of Cuba and that the Ministry of Education materializes, it is essential the political-ideological and in values education of the youngsters, with the objective of preparing them for defending our country, the Revolution and the Socialism.

In Cuba the problem of formation of values, since the point of view of the schools has its roots in the pedagogical labour of outstanding personalities that have developed teaching since the end of the 18th century. The main theoretical contribution about this subject can be found in the works of eminent patriots and pedagogues such as Jose Agustin Caballero (1762.1835), Felix Varela (1788-1853), Jose de la Luz y Caballero (1800-1862), Jose Marti (1853-1895), Enrique Jose Varona(1849-1933), Alfredo Aguayo(1866-1948), among others. Once in her job training-practice, the authoress realized that the students were not very responsible in the Polytechnic Institute of Economy Jose Mendoza Garcia. This was consulted with the bank of problems of the school, specialized bibliography and the methodological preparation.

The aspects that showed irresponsible conducts were: incorrect use of the uniform, indisciplines, unpunctualities, low care of the study material, unmade independent tasks, forgetting workbooks, notebooks and school materials, scarce study, scarce reading and updating habits.

Because of all before exposed it is necessary to reinforce the education of responsibility value in students from the Polytechnic Institute of Economy Jose Mendoza Garcia.

For all this, it has been determined the following scientific problem: How to contribute to reinforce responsibility value in students from the Polytechnic Institute of Economy Jose Mendoza Garcia?

Then, the objective of this investigation is to apply educative activities to reinforce responsibility value in students from the Polytechnic Institute of Economy Jose Mendoza Garcia.

In this investigation the following scientific questions were taken into account:

1. which are the theoretical foundations that sustain the reinforcement of responsibility value in students from the Polytechnic Institutes of Economy?
2. Which is the real state of the reinforcement of responsibility value in students from the Polytechnic Institutes of Economy?
3. Which structural and functional aspects must be considered in the conception of the educative activities to reinforce responsibility value in students from the Polytechnic Institutes of Economy?
4. Which is the contribution of the educative activities made for the reinforcement of responsibility value in students from the Polytechnic Institutes of Economy?

As investigation tasks: 1. Determination of the theoretical foundations that sustain the reinforcement of responsibility value in students from the Polytechnic Institutes of Economy. 2. Determination of the real state of the reinforcement of responsibility value in students from the Polytechnic Institutes of Economy. 3. Elaboration of the educative activities to reinforce responsibility value in students from the Polytechnic Institutes of Economy. 4. Checking of the effectiveness of the educative activities to reinforce responsibility value in students from the Polytechnic Institutes of Economy.

The variables in this Major Paper are: the independent variable is the educative activities and the dependent variable is the reinforcement of responsibility value in students from the Polytechnic Institute of Economy Jose Mendoza Garcia.

Some investigation methods were taken into account: theoretical methods such as analysis and synthesis, historical-logical, induction-deduction. They were used to study documents, to study the antecedents of the process of reinforcing values, and to deduce the conception of the educative activities and to implement them in the process. The empirical methods such as observation (annex 1) and survey (annex 2). They were used to determine achievements and deficiencies of the labour devoted to the reinforcement of values. The statistical and mathematics method such as percentage analysis, tables that were used to process all the obtained data and information, and to arrive to conclusions about the effectiveness of the proposal.

The population and the sample were the following:

Population: the 45 students in second year of Accounting group from the Polytechnic Institute of Economy.

Sample: 20 students from the second year group of Accounting from the Polytechnic Institute of Economy.

The scientific novelty of this investigation is based in the conception of new and varied activities, which are intended to reinforce the responsibility in students from the Polytechnic Institute of Economy Jose Mendoza Garcia. They have their own way of control, so this distinguishes them from the rest of the investigations.

The investigation has its training importance based on the fact that the activities give to the students the knowledge for developing their tasks with efficiency and quality according to their duties and according to the exigencies of the Educational Revolution.

In the compilation of this research the structure is the following: introduction, development devoted to the theoretical referential foundations regarding to responsibility at school and dedicated to the diagnostic, the proposal of activities and the analysis of the results, conclusions, recommendations, bibliography and finally the annexes.

DEVELOPMENT.

For any effort directed to the education of values, it is necessary to have a theoretical and determined knowledge that would have made possible the comprehension of the complex of this phenomenon and by the way to orient in the way it should be acted to obtain the wanted results, always taking into account that this is a whole life task. Values are an important part of the ideological and spiritual world of the society and of the inside world of the individual, which are a production of the consciousness (social and individual) and they exist with unity and difference with the antivalues.

First of all, it should be précised what values are.

According to the investigator Jose Ramon Fabelo (1989), value is the capacity that determined objects and phenomena of the objective reality have for satisfying any human necessity, it means, the social determination of this objects and phenomena consistent in its function of serving to the daily activity of man.

Values that are formed in the consciousness of an individual are the result of an influence, by one side, of the objective values of the reality with its constants dictations, and by the other side, of the institutionalized values which are gotten in a way of ideological, political pedagogical speech.

These influences are done through different mediations; family, school, neighbourhood, working groups, artistic culture, means of communication, social organizations; that is why values are formed in the process of socialization under the influence of many factors.

Sociological and Pedagogical principles of the formation of values.

In the formation of values, it should exist a set of sociological and pedagogical principles, which cannot be obviated when structuring the methodological conception of the treatment of values.

These principles are illuminating and guiding opinions of departure for the development of the educational activity of teachers. The sociological principles are directed to the nature and essence of values as a phenomenon of ideological and spiritual life of the society and the individual.

From the whole social factors that interact with the sphere of values, the economic factor of last resort is determining.

This decision is not fatalist, because values are erected like ideals that orient the activity of the individuals toward the transformers attitudes of the reality.

The adequated preparation of the students, carrying out the quality of the learning and the laboural formation of the students, constitute other of the directions in which it has been centered the efforts of the educative labour, of course, conscious of having committed mistakes and insufficiencies. For Pedagogy, the formation of values constitutes a problem of the education of the personality.

To fulfil this, it results essential having into account a set of positive conditions that favour it, school as fundamental institution, family and other institutions and social organizations.

They are:

- The Education should deep on the necessity of the process of formation of the individual in the different stages of his life.
- Respect to the dignity, love and accept each one as he is and from there to conform his personality.
- Establishment of human relations of maximum communication.
- To promote the self activity, the development of the creator thinking and the maximum potentialities of the individual.
- Create a climate that recovers the self critic and divergent thinking of the pupil.
- To avoid the authoritarian education and the teaching merely informative.
- To avoid the inertia, conformism and the no participation.
- To respect and love our traditions in school, family and society. To cultivate others that are necessaries in the new stages of development.
- Applying of productive methods that find the participation, the development of the creator thinking and the independence.
- To guarantee that the students elaborate their own projects of life and their personal development.

The content of the learning has a forming value, and it is obtaining a favourable attitude toward the scientific knowledge.

Teachers are a fundamental and active element in the process of formation of values. Their contribution is doubtless even it is not the only one. It is not

possible to wait for the existence of all the material conditions to work intensively in the process of formation of values.

Values are not the result of a comprehension, not even of passive information, neither of directed attitudes without importance for the subject. It is something more complex and multilateral, it is about the relation between the objective reality and the components of the personality of the students, what is expressed through conducts and behaviours, and then, it can only be taught in values through the knowledge, valuation, abilities, reflexion in the daily activity with an assumed meaning. It is about getting behaviours as a result of a conscious and meaningful learning in rational and emotional.

During this investigation many definitions were used:

Education: Action and effect of educating. Doctrine. Courtesy, urbanity. Cerv Dict.

To educate: Directing and developing of moral and intellectual faculties. Cerv Dict.

Educating in values: It is an active, complex and contradictory process as part of the formation of the personality, which is developed in determined historical-social situations, in which intercede different socializing factors like family, school, community, massive means of communication, politic organizations, social organizations, among others.(2007.p2)

Educative Activities: Set of actions which are executed systematically and permanently with and by docent personnel in the different levels of education to better the political, ideological, scientific education (...) to guarantee the transformations directed towards the efficient achievement of the educative process. Bárbara Gómez León (2008).

Reinforcement of responsibility: Process that includes education as a graduated process to all the society, based on the influences and interactions of it with the individual, and of the individual with it, to obtain as an end, the socialization of the individual as an active subject, able to transform his/her all-around, by means of the fulfillment of his/her compromises, the compromises with the family and the society.

Responsibility: Fulfillment of compromises with oneself, the society and different formal or informal groups. It is to consequently fulfill the required duties at home, the working or studying place and the society, particularly those

related to attendance, discipline, productive labours, and the defense of the Revolution. It is to identify oneself with the example and the citizen and social behaviour norms. It is to assume school, family and society tasks independently, developing them with efficacy and high quality.

Responsibility: Fulfillment of compromises with oneself, family, collective and society. (2007.p5)

Responsibility: Quality of the personality that implicates liberty to decide and to act assuming the consequences derived from the actions. It is the opportune and conscious performance of the perfect fulfillment of the contracted duty, which offers satisfaction. Is compromise and obligation. (2009.p30)

This investigation has a great importance considering that it is important to educate solid values in modern and future generations, which will be able to maintain the stability of our great Revolution, so the formation of really responsible youngsters, capable of defending the conquests reached till this limit, which is essential to go ahead. Educators play a very important role in the fulfillment of this proposal, because they start interacting with children since their early ages.

The reinforcement of values is very old, and there are lots of countries all over the world developing investigations to solve diverse problems related with the reinforcement of values in children, youngsters and adults. Early ages are the best ones to foster values, because children assimilate things better and they are more obedient to teachers.

Educating men and preparing them for life is an essential task of our pedagogy. It is one of the commonest problems that have been taken into account by the advanced Cuban pedagogical thinking in each historic epoch. The present development of the Cuban pedagogical thinking constitutes an expression of the historical background substantiated by illustrious pedagogue professionals that offered interesting educative projects. They considered education as an instrument of popular redemption, with a strong democratic base, whose center of attention was the education of feelings, convictions, moral principles, patriotism, responsibility and labouring, to reaffirm in children and youngsters the revolutionary traditions.

During these days, it is important to educate with a base in the reinforcement of traditions, because they are educative base in the conception of the system of

values, constituting an impulsion towards the social cohesion and the individual behaviour of mankind. The tradition of the pedagogical thinking is a departure point to be consulted by those having the responsibility to educate the new generations from the lesson.

There are different ways of acting, associated to responsibility that must be assumed by those involved in the process of education and the process of acquisition. This process must be developed with discipline, consciousness, efficiency, quality and rigor in assigned tasks, it is important to assume criticism and self criticism as a powerful instrument of moral self regulation, there must exist a climate of compromise, and exigency of assigned tasks, people should know and respect the socialist legality, promotion of democratic participation, where the individual must feel compromised with the society, the family, the group, and the country. To respect, defend and foster the social property over the individual one, and taking care of the environment.

In this investigation the authoress assumes **responsibility** as when it is fulfilled with the assigned duty and stays loyal to the objective. Duties are done with integrity and determination. Circumstances, necessities and choices put people in very particular roles and situations. Moral responsibility is to accept what is required, honour the role that has been encomended and act it consciously, always giving the best (2007.p20)

The investigation demanded a diagnostic study.

This study worked with an intentional sample of 20 students from second year group of Accounting from the Polytechnic Institute of Economy Jose Mendoza Garcia.

Some empiric methods were taken into account and from this methods are described the obtain results, departing from the following indicators:

- The active participation of students in the activities from the school,
- the motivation of the students,
- comprehension of texts related to responsibility,
- ways of acting of students regarding to responsibility value, and
- the fulfillment of duties and rights of the students.

To test knowledge that students had regarding to responsibility in the Polytechnic Institute of Economy Jose Mendoza Garcia, an observation was applied to obtain first hand elements and the results were that regarding to the

active participation of students in the activities of the school, 3 students were in high level, which represents a 15% of the sample, 5 students were in medial level, which represents a 25% of the sample and 12 students were in low level, which represents the 60% of the sample. Regarding to the motivation of the students, 2 students can be found in high level, which represents a 10% of the sample, 8 students can be found in medial level, which represents a 40% of the sample and 10 students can be found in low level, which represents a 50% of the sample. Regarding to the comprehension of texts related to responsibility value just 1 student was evaluated in high level, which represents a 5% of the sample, 5 students were evaluated in medial level, which represents a 25% of the sample and 14 students were evaluated in low level, which represents the 70% of the sample. Regarding to the fourth indicator that is the way of acting of students related to responsibility value, 2 students were evaluated in high level, which represents a 10% of the sample, 3 students were evaluated in medial level, which represents a 25% of the sample and 15 students were evaluated in low level, which represents the 75% of the sample. Regarding to the fulfilment of duties and rights of students, 2 students were in high level, which represents a 10% of the sample, 8 students were in medial level, which represents a 40% of the sample and 10 students were in low level which represents the 50% of the sample.

Later, a survey was applied for knowing what students knew about responsibility as a value and to check their points of view. The results were the following: in the first indicator, 2 students were evaluated in high level, which represents a 10% of the sample, 3 students were evaluated in medial level, which represents a 15% of the sample and 15 students were evaluated in low level which represents the 75% of the sample. Regarding to the second indicator, just 1 student was evaluated in high level, which represents a 5% of the sample, 3 students were evaluated in medial level, which represents a 15% of the sample and 16 students were evaluated in low level, which represents an 80% of the sample. Regarding to the third indicator, 1 student was evaluated of high level, which represents a 5% of the sample, in student was evaluated in medial level, which represents a 5% of the sample and 18 students were evaluated in low level, which represents the 90% of the sample. Regarding to the fourth indicator, 2 students were evaluated in high level, which represents a

10% of the sample, 5 students were evaluated in medial level, which represents a 25% of the sample and 13 students were in low level, which represents the 65% of the sample. Regarding to the fifth indicator, 4 students were evaluated in high level, which represents a 20% of the sample, 1 student was evaluated in medial level, which represents a 5% of the sample and 15 students were evaluated in high low, which represents the 75% of the sample.

After having done the diagnostic, the results allowed the authoress to declare the following potentialities: the access to a set of activities that allow to reinforce responsibility value from the lesson, a set of publications in the library. But these instruments revealed the following insufficiencies: scarce fulfillment of duties and rights of the students, low comprehension of texts related to responsibility value, inadequate ways of acting in different places, and scarce participation of students in the activities of school.

The following proposal is sustained in dialectic-materialist method and socio-historic cultural tendency that Cuban school assumes.

This proposal has as objective the reinforcement of responsibility value in students from the Polytechnic Institute of Economy Jose Mendoza Garcia. The same is characterized for being conceived departing from the diagnostic regularities, for allow the development of education in values, being a challenger experience, being dynamic and guarantee the protagonism of the students.

The proposal presents the following exigencies:

- 1- Demonstrate their love for the country when rejecting Yankee imperialism due to its historical attitude toward Cuba and its preponderant authority or influence on the whole world, their respect and fidelity to the heroes and martyrs, to the combatants of the Revolution, and to the personal examples of Marti, Che and Fidel. Students should try to get ready for the Defense.
- 2- To master the constitutional rights and duties of Cuban citizens. To fulfil their as member of the Federation of Junior and Senior High School Students expressing their desire to join the Young Communist League, as well as to be ready to assume responsibilities on the electoral system of the people's power. They should be aware of the legislation of the penal code.

- 3- Make decisions upon their future studies, basically toward the professions that are prioritized in the society at the present, students should express their willingness to enter any of the University Careers as the result of their unconditional attitude toward the Revolution and their ideological, political and laboral formation.
- 4- To set up and solve daily life problems showing their responsible and scientific conception regarding the environment based on their capacities to calculate and possess logical thinking as well as the basic geometric knowledge contributed by mathematics and the rest of the sciences. Also the development of reading skills, habits of independent study, a correct and coherent communication and the usage of different systems of information at their reach.
- 5- Demonstrate good manners at living together in society, mental and physical health, expressed in their appropriate personal appearance and a responsible, honest and honourable behaviour on their social, friendly, couple and family life relationships, showing rejections toward bad attitudes.

The proposal is conformed by 10 activities that contribute to the perfection of the work related to the formation of responsibility value in students. In this proposal it can be found different teaching aids like dictionaries, workbooks, etc. Besides, they count with the different level of assimilation, like first level or reproductive level in which student has the capacity for using procedures with an instrumental character. The second level or reproductive with variants, where student is able to establish conceptual relations, and should apply this to an established situation, and to reflect about his inside relations. The third level or applicative level where the student has the capacity to solve problems and contextualize the problematic situation, identify components and interrelations, establish strategies of solution, to lay foundations or justifying what is done.

The activities present the following titles:

- Responsibility is important!
- Helping at home!
- Let's be responsible!
- Learning English!
- Having a good time!

- A responsible family!
- Our National Hero
- Saying occupations.
- Our Great Commandant.
- Helping my aunt!

With these activities, the following abilities are developed:

- Talking about people's past experiences,
- describing jobs and professions and
- describing one's skills.

Besides it propitiates the developing teaching where the student is able to apply his knowledge, to work independently, to bind the daily with what happened in past.

It can be found different techniques like independent work, joined elaboration.

The proposal is directed to reinforce responsibility value in second year students of Accounting from the Polytechnic Institute of Economy Jose Mendoza Garcia, departing the English subject; in unit 2 titled Last experiences and unit 5 titled What a job!.

Activity 1.

Unit 5: What a job!

Title: Responsibility is important!

Objective: The students should be able to identify jobs, by means of pictures to recognize that responsibility is very important for living in a society.

Way of proceeding: The teacher is going to show students some pictures where many persons doing different jobs appear and students are going to answer the teacher's questions.

Activity:

Look at these pictures and answer the following questions:

1. What are these people jobs?
2. Do you consider they are responsible persons?
3. Why do you consider so?

To implement in practice the way of solution the experimentation method was applied with the pre-experiment variant. For doing this the final checking was done employing the same methods and instruments: the observation, the survey and the following results were obtained: , an observation was applied

again and the results were that regarding to the active participation of students in the activities of the school, 15 students were in high level, which represents a 75% of the sample, 4 students were in medial level, which represents a 20% of the sample and 1 student was in low level, which represents the 5% of the sample. Regarding to the motivation of the students, 16 students can be found in high level, which represents a 80% of the sample and 4 students can be found in medial level, which represents a 20% of the sample. Regarding to the comprehension of texts related to responsibility value 17 students were evaluated in high level, which represents an 85% of the sample, 2 students were evaluated in medial level, which represents a 10% of the sample and 1 student was evaluated in low level, which represents a 5% of the sample. Regarding to the fourth indicator that is the way of acting of students related to responsibility value, 14 students were evaluated in high level, which represents a 70% of the sample and 6 students were evaluated in medial level, which represents a 30% of the sample and. Regarding to the fulfilment of duties and rights of students, 18 students were in high level, which represents a 90% of the sample and 2 students were in medial level, which represents a 10% of the sample..

After that, a survey was applied again. The results were the following: in the first indicator, 16 students were evaluated in high level, which represents a 80% of the sample, 3 students were evaluated in medial level, which represents a 15% of the sample and 1 student was evaluated in low level which represents a 5% of the sample. Regarding to the second indicator, 13 students were evaluated in high level, which represents a 65% of the sample and 7 students were evaluated in medial level, which represents a 35% of the sample. Regarding to the third indicator, 12 students were evaluated of high level, which represents a 60% of the sample, 7 students were evaluated in medial level, which represents a 35% of the sample and 1 student was evaluated in low level, which represents a 5% of the sample. Regarding to the fourth indicator, 15 students were evaluated in high level, which represents a 75% of the sample and 5 students were evaluated in medial level, which represents a 25% of the sample. Regarding to the fifth indicator, 16 students were evaluated in high level, which represents a 80% of the sample and 4 students were evaluated in medial level, which represents a 20%.

After having developed and put into practice the different activities and having done the corresponding analysis it was appreciated a great advance regarding to the knowledge and meaning of responsibility value in students from second year of Accounting from the Polytechnic Institute of Economy Jose Mendoza Garcia because before the application of the proposal, the results in each indicator regarding to high and medial level had a low percent of achievements, while after the application of the proposal the percent in these levels was higher.

These results showed the effectiveness of the proposal in the transformation of the sample from an initial low state regarding to the meaning of responsibility value in the students to a final high state. Now students know the meaning of responsibility value and the norms of behaviour of a responsible student and in the same way they assume their acts consequently.

CONCLUSIONS.

1. The foundations that sustain the formation of values in students from second year of Accounting from the Polytechnic Institute of Economy Jose Mendoza Garcia depart from the done studies by the different investigators, the ones who coincide in considering them as something very mixed to the own existence of the person that affect the conduct, propitiate the feelings, attitudes and ways of acting, outstanding the importance of the education and the importance of being responsible for a student, because this means having an opportune and conscious performance, perfect fulfillment of the duties and rights, what gives satisfaction.
2. The done study gave elements that showed the existent difficulties in the students regarding to the formation of values knowing that they did not take care of the group, they did not have good attendance and punctuality to class, they did not keep an organized group, they did not do the activity they should do, they did not do the independent tasks and they did not fulfill the duties and rights of the students, what asked for the applying of an strategy for its reinforcement.
3. The proposal of activities depart from the necessity that the school have regarding to the formation of responsibility value. These activities are conceived with a systemic character, objectivity, which departs from the diagnostic, with a dialectic character and with corresponding actions.
4. The results of the investigation show the positive change in the dependent variable, what can be considered a possibility to contribute to the formation of responsibility value in the students from second year of Accounting from the Polytechnic Institute of Economy Jose Mendoza Garcia. Regarding to the formation of responsibility value, with the new application of the instruments there were achievements because they took care of the group, they kept the organization of the group and their attendance and punctuality to the activities were better.

RECOMMENDATIONS.

- To value the possibilities of this proposal to make it extensive to the rest of the students of the other groups and in other polytechnics.
- To include new activities having into account the results of the initial diagnostic of values to the students that start in this career.
- To insert the activities since the first year of the students.

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ANNEXES:

Annex 1.

Observation guide.

Objective: To observe the positions in some activities of the Educative Porches and how they manifest the responsibility value on they.

Aspects to observe:

- 1-The participation of students in the activities of the school.
- 2-The motivation of the students.
- 3-Comprehension of texts related to responsibility value.
- 4-Ways of acting of the students regarding to responsibility value.
- 5-The fulfilment of duties and rights of the students.

Annex 2.

Survey.

Objective: Knowing the knowledge of students regarding to responsibility value.

Es necesario que cooperes en la realización de este trabajo dando respuesta a las interrogantes que a continuación se te realizan.

1-¿Tienes conocimiento acerca del valor responsabilidad?

_SI _NO

2-¿Consideras que en la asignatura Inglés las actividades orientadas por tu profesor(a) contribuyen al desarrollo de la responsabilidad?

_SI _NO

3-¿Crees que la responsabilidad es importante?

_SI _NO

4-¿Demuestras interés por las actividades relacionadas con la responsabilidad?

_SI _NO

5-¿Te gustaría desarrollar actividades que desarrollen la responsabilidad?

_SI _NO

Annex 3. Results of the Initial Observation Guide.

OBSERVED INDICATORS.		VALUATION					
		LOW		MEDIAL		HIGH	
1	Active participation of the students.	12	60%	5	25%	3	15%
2	Motivation of the students.	10	50%	8	40%	2	10%
3	Comprehension of texts.	14	70%	5	25%	1	5%
4	Ways of acting of the students.	15	75%	3	15%	2	10%
5	Fulfillment of duties and rights.	10	50%	8	40%	2	10%

Results of the initial Survey.

OBSERVED INDICATORS.		VALUATION					
		LOW		MEDIAL		HIGH	
1	Active participation of the students.	15	75%	3	15%	2	10%
2	Motivation of the students.	16	80%	3	15%	1	5%
3	Comprehension of texts.	18	90%	1	5%	1	5%
4	Ways of acting of the students.	13	65%	5	25%	2	10%
5	Fulfillment of duties and rights.	15	75%	1	5%	4	20%

Annex 4.

Results of the Final Observation Guide.

OBSERVED INDICATORS.		VALUATION					
		LOW		MEDIAL		HIGH	
1	Active participation of the students.	1	5%	4	20%	15	75%
2	Motivation of the students.	-	-	4	20%	16	80%
3	Comprehension of texts.	1	5%	2	10%	17	85%
4	Ways of acting of the students.	-	-	6	30%	14	70%
5	Fulfillment of duties and rights.	-	-	2	10%	18	90%

Results of the Final Survey.

OBSERVED INDICATORS.		VALUATION					
		LOW		MEDIAL		HIGH	
1	Active participation of the students.	1	5%	3	15%	16	80%
2	Motivation of the students.	-	-	7	35%	13	65%
3	Comprehension of texts.	1	5%	7	35%	12	60%
4	Ways of acting of the students.	-	-	5	25%	15	75%
5	Fulfillment of duties and rights.	-	-	4	20%	16	80%

Annex 5. Set of activities.

Activity 2.

Unit 2: Last experiences.

Title: Helping at home!

Objective: The students should know that helping at home contribute to be responsible persons.

Way of proceeding: The teacher shows a set of sentences and students will have to complete these sentences using verbs in past.

Activity.

Complete these sentences using the past of the verbs in parenthesis.

1. I (do) my homework yesterday afternoon.
2. My mother (sweep) the floor yesterday night.
3. My father (wash) the dishes in the yard.
4. I (clean) my bedroom yesterday.

Activity 3.

Unit2: Last experiences.

Title: Let's be responsible!

Objective: The students should recognize that working at home contribute to be a responsible person.

Way of proceeding: The teacher shows the title of the activity, asks some questions, and orients to students to select a partner and to write a dialogue about what they did the last weekend for helping at home. Teacher explains that they should use the past of the verbs and that they should be ready to dramatize it.

Activity.

Select a partner and write a dialogue about what you did last weekend for helping at home. Remember to use the verbs in past and be ready to dramatize it.

Activity 4.

Unit2: Last experiences.

Title: Learning English!

Objective: Students should recognize that learning English is very important for helping others as a responsible person.

Way of proceeding: Teacher gives to students some cards with a text titled Marlon's story, and reads the text several times to familiarizes it with the students, then they will answer some questions.

Reads the following text:

Marlon's story.

My brother and I began to learn English when we were kids. My parents used to say that children learn English very easily. Every day they would ask us to say something in English. My mother used to be very strict when we were children. As an English teacher, my mother would always correct what we said. She used to make us to repeat words and statements over and over again. Once she was teaching me how to pronounce the word candy correctly. She repeated the word several times: candy, candy, candy. After the third time I started to sing a popular song then: Candito no seas travieso, no seas travieso Candito. My mother only laughed with the funny incident.

a) Answer the following questions:

- When did Marlon and his brother start to learn English?
- What did their parents used to say?
- What did their parents ask them every day?
- What did their mother used to do?
- Do you think it is important to learn English?
- Do you think that helping others makes you a responsible person?

Activity 5.

Unit2: Last experiences.

Title: A good time!

Objective: The students should know that keeping a good behaviour everywhere makes them a more responsible person.

Way of proceeding: Teacher is going to introduce some sentences and students will complete them using the verbs in their past continuous form.

Activity.

A group of people were staying in a camping house. Complete these sentences for knowing what they were doing in that place. Use the past continuous of the verbs in parenthesis.

1. Ann (clean) the house.
2. George (sweep) the yard.
3. Carol and Dennis (wash) the dishes.
4. Tom (paint) the ceiling.

Activity 6.

Unit5: What a job!

Title: A responsible family!

Objective: The students should know that working or having jobs is a way of being responsible.

Way of proceeding: Teacher is going to write a title on board, after that, she will ask some questions and then, students are going to write a paragraph about it.

Activity.

Write a paragraph in which you say the jobs or occupations of each member of your family. Say why they are responsible persons.

Activity 7.

Unit5: What a job!

Title: Our National Hero.

Objective: The students should recognize that responsibility was present in our national hero by means of knowing some of his occupations.

Way of proceeding: Teacher introduces the text to students and gives them some cards with the text on them and orients to answer some questions about it.

Activity.

Read the following text:

Jose Marti was born on January 28th, 1853. He was a brave, intelligent and revolutionary man. He had many occupations like: writer, poet. He was the organizer of the Necessary War and he wrote the Golden Age for children. He died on May 19th, 1895.

a) Answer these questions:

- When was Marti born?
- Say some of his occupations.
- Do you consider he was a responsible person?
- When did he die?

b) Write sentences with Marti`s occupations.

Activity8.

Unit 5: What a job!

Title: Saying occupations.

Objective: The students should recognize that having jobs is a way of being responsible.

Way of proceeding: Teacher asks students to select a partner and write a dialogue about their parent's occupations.

Activity.

Select a partner and write a dialogue in which you say your parent's occupations. Be ready to dramatize it.

A: Greetings.

B: Greetings.

A: Ask the name of your partner.

B: Answer your name.

A: Ask your partner his/her parent's occupations.

B: Say your parent's occupations.

A: Farewell.

B: Farewell.

Activity9.

Unit5.What a job!

Title: Our Great Commandant.

Objective: Students should be able to recognize Fidel Castro Ruz as a responsible person.

Way of proceeding: Teacher gives to students some cards with a text about Fidel Castro Ruz and orient to answer some questions.

Activity.

Read the following text:

Fidel Castro Ruz was born on August 13th, 1928. He fought for our independence his all life. He was a excellent lawyer and a great combatant. He loves children and Cuban people will always love him.

Answer these questions:

1. When was Fidel born?
2. Did he fight for defending our Revolution?
3. Say some of his occupations.

4. Do you consider him a responsible person?
5. Do Cuban people love him?

Activity10.

Unit2: Last experiences.

Title: Helping at home!

Objective: Students should be able to recognize that helping at home is a way of being responsible.

Way of proceeding: Teacher asks to students to select a partner and write a dialogue about what they would do for helping at the aunt`s house.

Activity.

Imagine that you went to your aunt`s house this weekend and you helped her at home doing different things because you are a very responsible person.

Select a partner and write a dialogue in which you say what you did for helping your aunt. Be ready to act it out.

A: Greetings.

B: Greetings.

A: Ask what place your partner went this weekend.

B: Say the place you went.

A: Ask what he did there.

B: Say what you did there.

A: Say good bye.

B: Answer that farewell.